

Less (Teaching) **Is More** (Learning)



@sewilkie @roybps
#blc16 #LisM





Sara & Roy

@sewilkie

@roybps

Our Morning...

- Welcome
- Group Introductions
- Wiki-walk
- Lego Activity & Discussion
- Airplane Activity & Discussion
- Problem Finding & Solving
- FAILure
- Roles
- Tooling Up to (re)Culture
 - Questioning
 - Answering
- Self-Assessment
- Closing



**Less (Teaching)
Is More (Learning)!**

Make A Friend

**bonus points for complete strangers*

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#blc16 #lism

Dear Me,

Don't forget...

ST. MARIE'S, GOPHER NEWS CO., MINNEAPOLIS, MINN.

GENUINE CURTEICH-CHICAGO "C.T. ART-COLORTONE" POST CARD (REG. U.S. PAT. OFF.)

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name

school/home address



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Learning to Learn

“FAIL!” to learn

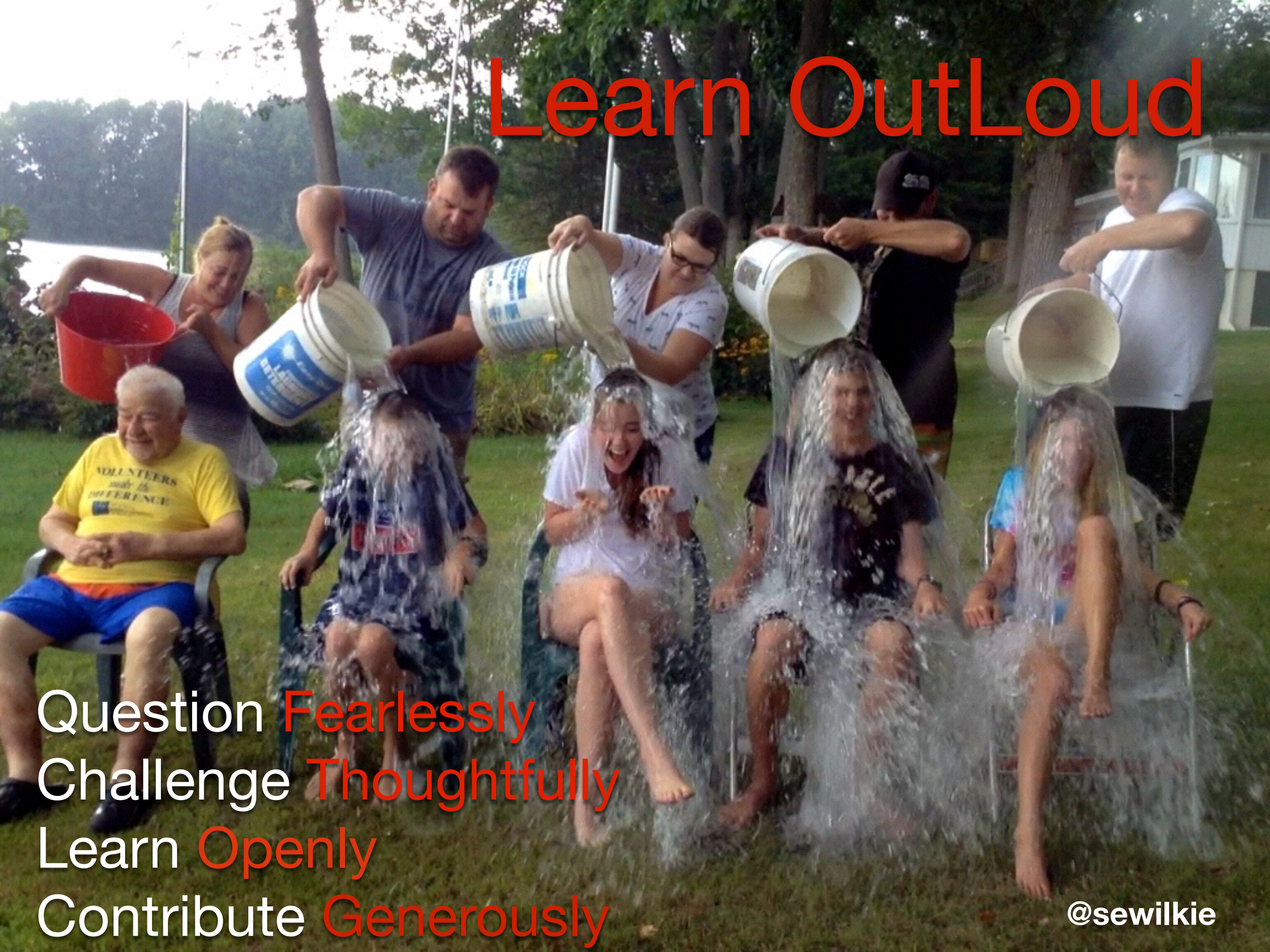
Small Shifts, Big Impact

Learn OutLoud



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Learn OutLoud



Question **Fearlessly**
Challenge **Thoughtfully**
Learn **Openly**
Contribute **Generously**

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Claim Your Three!

What do *you* believe...
about learning?



Challenge #1!

-
1. *Take a picture of your learning team*
 2. *Upload to Twitter*
 3. *Add text to share 3 beliefs about learning: “Don’t forget...”*
 4. *Be sure to include the following in your tweet:*

**@sewilkie @roybps
#blc16 #LisM**

5. *Open <https://balancedtech.wikispaces.com>*



Building Blocks

Please build a group of 3...
** bonus points for groups of complete strangers!*

**Every Hand,
Every Mind,
Every Voice.**





Challenge

- **BUILD**

- use only **red** and **yellow** Legos
- create a duck

- **SHARE**

- find a way to share your creations with a wider audience outside of this conference

**bonus points for feedback from
your audience*



Walk-About

- ▶ Compare methods used...
 - ▶ How did the other group create their duck?
 - ▶ How were your strategies the same? Different?
 - ▶ How did they share their work?
- ▶ In what ways were your methods for sharing & soliciting feedback the same? Different?





Challenge

Re-Group:

New team of 3

Bonus points apply!



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Are you Smart?



LEGO CHALLENGE #2

Solve - Each of the six students in Mrs. Reyes' class selected three bricks from the bag. Can you figure out which specific bricks each student chose?

- ▶ All six students selected bricks shaped like rectangular prisms.
- ▶ No student chose a decorated brick.
- ▶ If Colin combined the colors of two of his bricks he'd get the color of his third brick.
- ▶ The number of hubs on one of Colin's bricks is twice the number of hubs on one of his other bricks.
- ▶ Ashley and Brent selected bricks that are all the same color.
- ▶ The sum of the number of hubs on two of Ashley's bricks equals half the number of hubs on her third brick.
- ▶ All the students except for Colin chose bricks that are all the same thickness.
- ▶ Ethan's bricks can be arranged to form a four by six hub rectangle.
- ▶ Darcy and Ethan chose at least one brick with hubs arranged in a square pattern.
- ▶ The colors of Francisco's bricks are related to the United States Civil War."

Connect & Compare

- ▶ Connect with someone from another group
- ▶ Compare methods used
 - ▶ How did the other group solve this?
 - ▶ Were your strategies the same?
 - ▶ Were your solutions?
- ▶ Connections to student learning?



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Reflect

- ▶ What questions did you ask us (Ts), group members or yourselves?
- ▶ What skills or insights might students gain from this activity?
- ▶ Degree of open-endedness
- ▶ Feedback: timing & source



Lego-Challenge

- Creativity
- Problem-Solving
- Group Skills
- Letting go due to limitations
- More than 1 way to do it/more than 1 answer
- “*Dear Me...*”

<https://balancedtech.wikispaces.com/Mini+Challenges>

REFLECT



Dear Me,

Don't forget...

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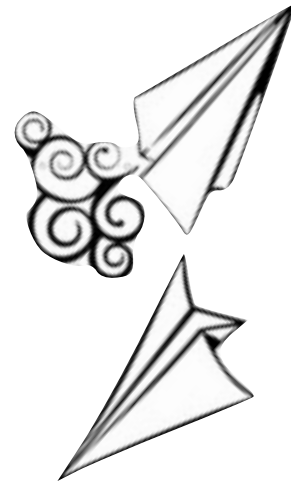
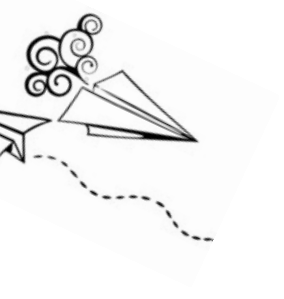
My Name
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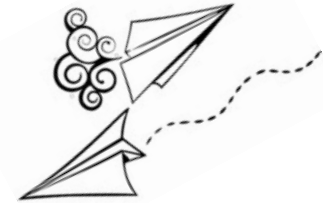
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Re-Group:

New team of 3

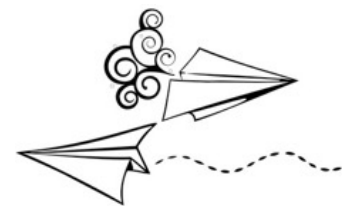
**random stranger bonus points apply!*



photographer



pilot



videographer

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Airplane Challenge: *Design paper airplane that will fly furthest distance.*

Design a paper airplane that will fly the furthest distance.

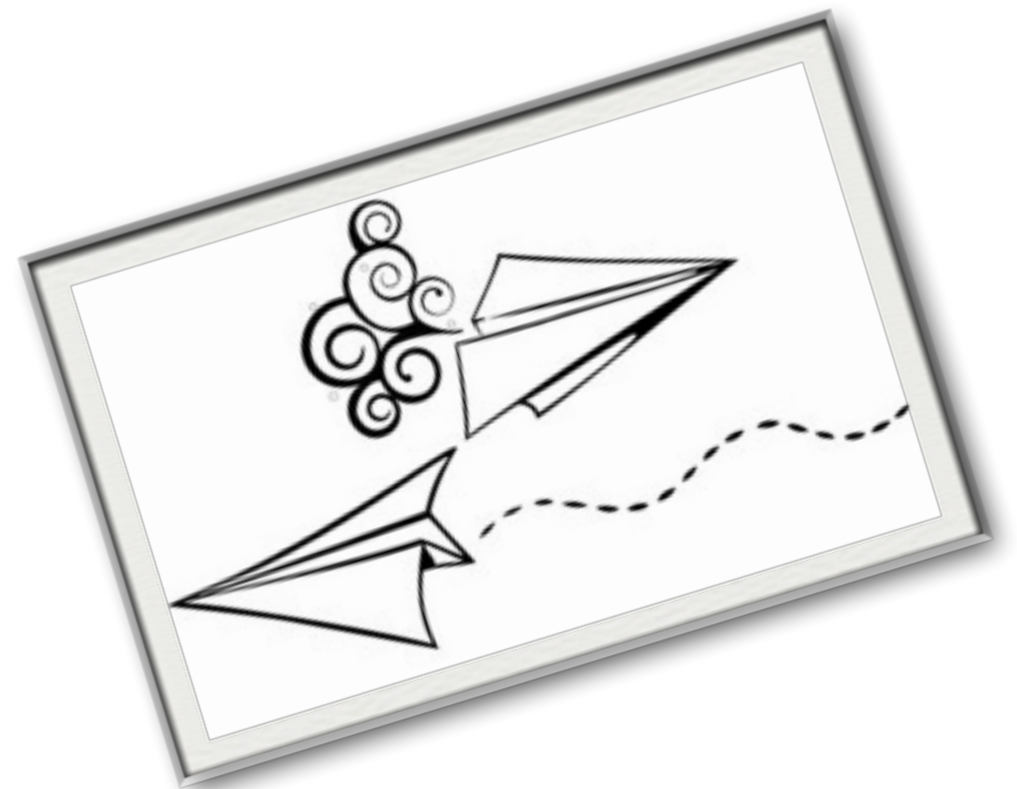


First Round:

- Each member designs a plane
- Discuss design elements
- Select one model or create a 4th that synthesizes elements of others

Materials:

- 4 sheets of paper



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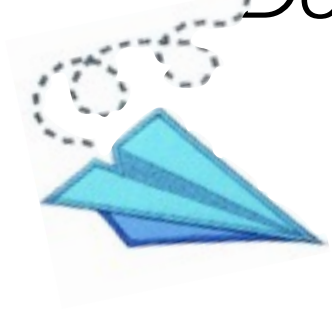
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**All groups to flight deck
for testing!**

Design a paper airplane that will fly the furthest distance.

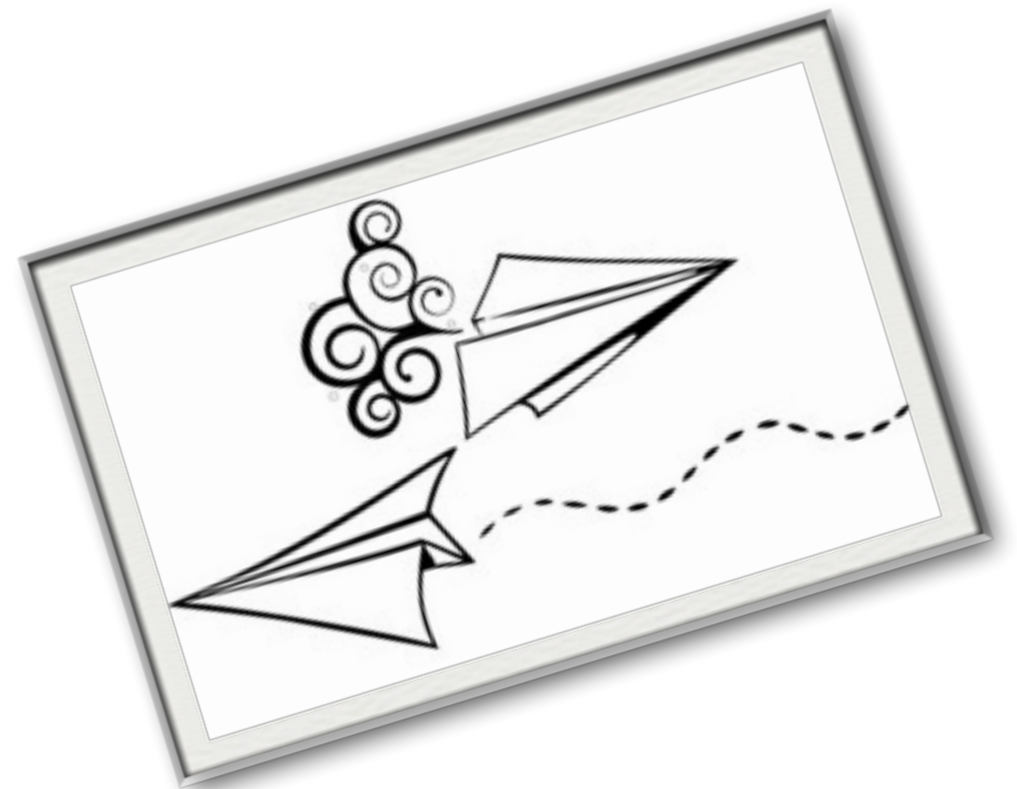


Second Iteration:

- Consider results of your plane & the planes of other groups
- Discuss elements of successful designs
- Select or create a new plane

Materials:

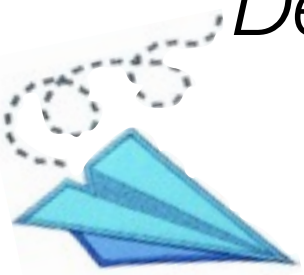
- 1 sheet of paper





**All groups to flight deck
for testing!**

Design a paper airplane that will fly the furthest distance.



Third Iteration...?

- Did your plane improve?
- Could you make additional improvements, if you had more time?
- How well did your group do, as a team?
- How were your roles different from those in Lego challenges?
- Discussion Area - wikipage



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Airplane Challenge

- Consider iterative process - where is this present in student learning?
- Where & how often is feedback provided? By whom? To what benefit?
- How do you teach teamwork skills?
- “*Dear Me...*”



REFLECT



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Needs Improvement (0-1)	Satisfactory (2-3)	Excellent (4-5)	Score
Workload			
<ul style="list-style-type: none"> Often dominates, sits passively, or gets distracted. 	<ul style="list-style-type: none"> Sometimes dominates, sits passively, or gets distracted. 	<ul style="list-style-type: none"> Usually shares the workload equally, encourages others as needed, offers help as needed, and accepts direction from team members. Usually follows role assignments. 	
Listening			
<ul style="list-style-type: none"> Talks most of the time, rarely allowing input from others - Or - Rarely talks, requiring partner(s) to do most talking 	<ul style="list-style-type: none"> Usually balances talking and listening, though tends a little more to one than the other 	<ul style="list-style-type: none"> Listens attentively to others ideas, asks questions when needed, offers ideas, and encourages others input 	
<ul style="list-style-type: none"> Occasionally able to read and manage their own motivations and behaviors 	<ul style="list-style-type: none"> Able to read and manage their own motivations and behaviors. 	<ul style="list-style-type: none"> Able to read and manage their own and others' emotions, motivations, and behaviors. 	

ESPRESSO DRINKS

ESPRESSO	2.50
AMERICANO	2.80
MACCHIATO	3.00
CORTADO	3.50
CAPPUCCINO	3.70
LATTE	4.00
© LATTE	4.40
MOCHA	4.60
ALMOND MILK	.50¢

POUR OVER COFFEE

1. COSTA RICA	3.50
FARM: LOBOS	
REGION: TARRA7II	
2. ETHIOPIA	4.25
REGION: YIRGACHEFFE	
3. EL SALVADOR	4.00
FARM: MATALAPA	
REGION: JUAN HIGUINO	
4. COLOMBIA "DECAF"	4.00
FARM: LOS IDOLOS	
REGION: HUILA "SUGAR CANE PROCESS"	

RISHI TEA

GREEN BANCHA	2.50
CHINA BREAKFAST	2.50
CHAMOMILE MEDLEY	2.50
COCONUT OOLONG	2.50
OTHER DRINKS	
CHAI LATTE	3.80
HOT CHOCOLATE	4.00
SWEET MATCHA LATTE	5.00
*RISHI TEA IS FAIRTRADE & ORGANIC	

Break

Dear Me,

Don't forget...

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Are you Smart?

REFLECT



Think

- ▶ What challenges did you/your partners face?
- ▶ One per sticky note

Team with Table

- ▶ Classify challenges into smaller groups

Share (whole group)

- ▶ categories



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Reflect (pt 2)

Think (individually)

- ▶ Brainstorm: What challenges do your kids run up against in your class or school that are *not related to content or curriculum*?
- ▶ Write down as many as you can, each on a separate sticky note



Reflect (pt 2b)

Share (table team)

- ▶ Brainstorm list with your table group

Classify

- ▶ Combine your lists and sort into smaller groups
- ▶ Don't try to solve any of these now

Share (whole group)

- ▶ Categories
- ▶ Any insights you've had while doing this activity?



Problem-Solving Strategies

Browse

- ▶ Review the page

Consider

- ▶ What other strategies have you tried?
- ▶ What other strategies have you seen kids try?

Share

- ▶ Post additional strategies in discussion area at the bottom of the page



CrowdSource

<https://balancedtech.wikispaces.com/Problem-Solving>

Student Roles

- ▶ Student Roles
- ▶ Student Agency
 - ▶ voice
 - ▶ choice
 - ▶ purpose
 - ▶ ownership



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What happens when they
don't solve the
problem?



F.A.I.L.ure

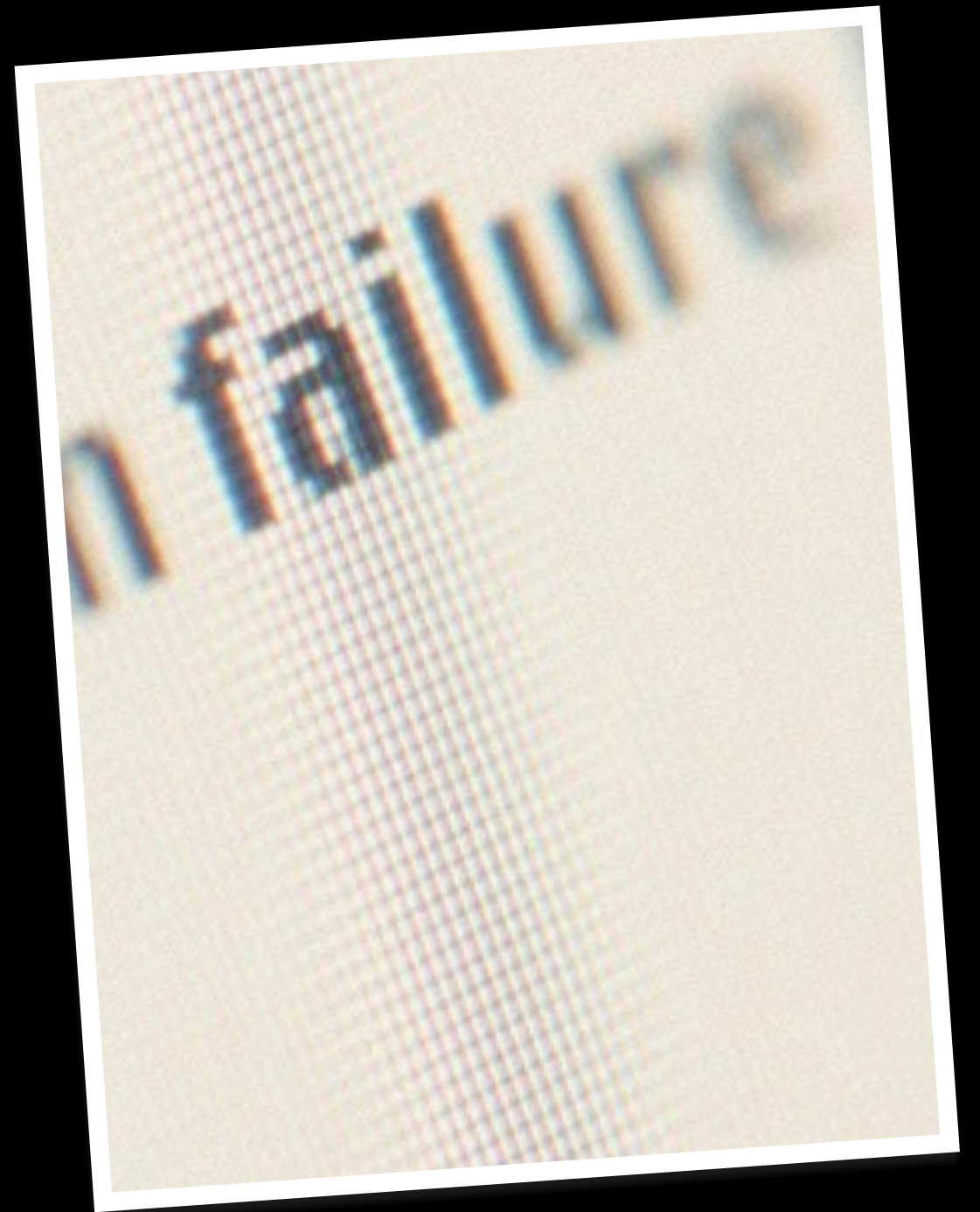
F.A.I.L.

In pairs, create an acronym for F.A.I.L.

Tweet your acronym using:

#BLC16

#fail2learn



F.A.I.L.

- ▶ **F**irst **A**tttempt **I**s **L**earning
- ▶ **F**irst **A**tttempt, **I**terate and **L**earn





Mindset, Grit,
Iterative Process

What do you notice?

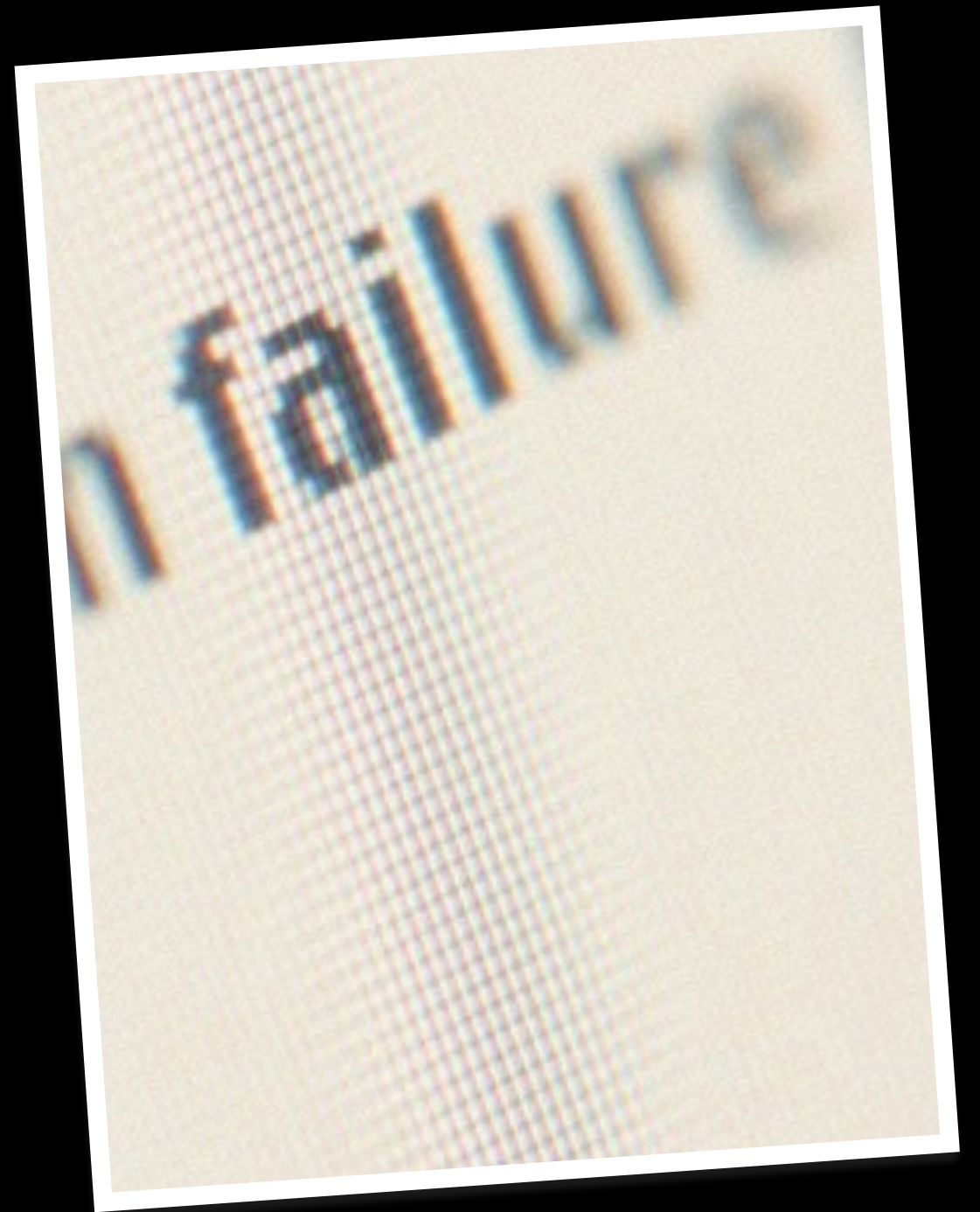
Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism

FAILure

Mindset

Grit

Iteration



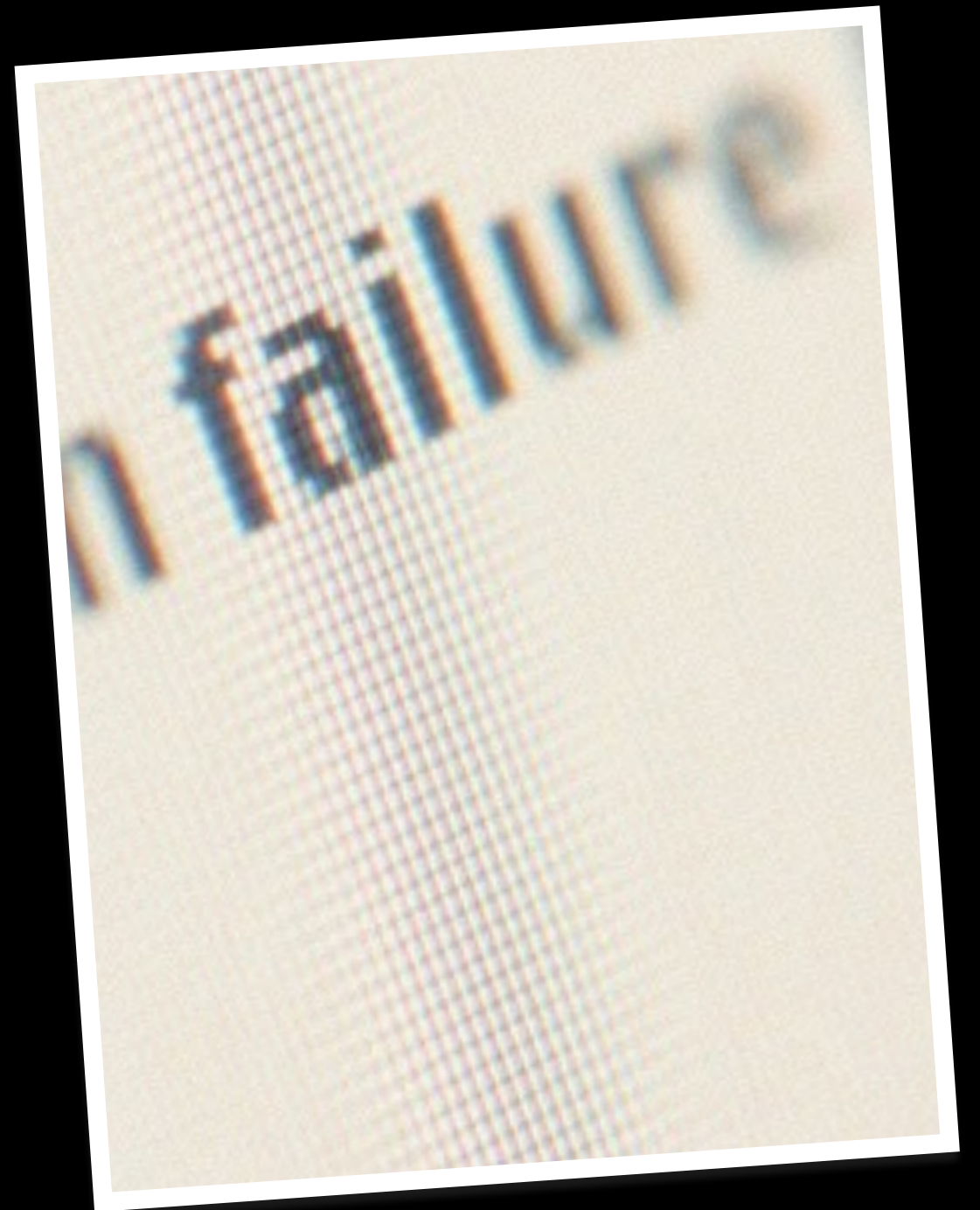
FAILure

How much is too much? How much is not enough?

How else do we get to problem-solving, grit & perseverance?

How do we scaffold it?

When do we let kids stop/quit/move on?





Growing Capacity

Opportunities Over Time

Teacher Role(s)

What is the teachers role during this kind of learning experience?

- Table Brainstorm
- Pick 5-6 roles to share



Student Role(s)

What is the students role during this kind of learning experience?

- Think
- Pair
- Share

What implications does this hold for the #1st5Days?



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**Great things
never came
from comfort
zones.**

Leaders As Learners:
Reflecting on the Process



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RMcCloud@birmingham.k12.mi.us

BLC16 Session Evaluation

Thank you for completing this evaluation - your opinion is important to us, and guides our planning for future conferences. Please complete only one evaluation per session. .

Session Name - Do Not Change

BLC16 has automatically inserted the Presenter/Session.

McCloud_Wilkie_Less (Teac

How do you rate the presenter's knowledge of his or her topic?

1 2 3 4 5

Very Poor ☐ ☐ ☐ ☐ ☐ Outstanding

I will be able to apply this material to my work...

1 2 3 4 5

Very Little ☐ ☐ ☐ ☐ ☐ Absolutely - Very useful

This presentation stretched my thinking.....

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ to the MAX!